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Stimulation of multiple intelligence by museum education at teachers' training

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Abstract

The study describes the teaching experience of teacher trainees in museum as an educational field, with the support of adequate methods, for developing and improving multiple intelligence skill in primary school students. For this purpose, each 4th year students of Educational Faculty has been matched with a 4th grade student from the primary school in Bozarmut. They conducted a predetermined activity program for a half –day schedule in Muğla Museum. At the end of the workshop all participants (Primary school students, teacher trainees , class teachers) have been asked to give a written evaluation of the day. As a result, it is concluded that this process facilitates multiple intelligence skills development in children, through active participation in both individual & group activities. All research participants came to the same conclusion: that children learn and entertain at the same time while developing their awareness of the importance of our cultural assets.

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Introduction

Using museums for education is a frequently discussed subject in today's education system. The targets of education provided in museums are specified as: Establishing a connection between the past and modern life, Help people understand political, cultural social, economic and ecologic relations by making a connection between modern life and objects, Develop researching aspects, so providing opportunity to persons to be able to research and develop knowledge by themselves. (İlhan, Artar, Okvuran & Karadeniz, 2011 p:2). According to İlhan and others, educational environments in museums have an effect that stimulates creativity and imagination, develops new results from clues, makes conclusions and develops connections . Museum education, can also ensure to be curious, look from a critical aspect and learn practical skills (İlhan and others, 2011 p:2-6). Ideally, museums should be places where children can reach easily, can conduct educative researches on various subjects and also interact with their peers. Activities that can be done in museums are important in terms of children increasing their awareness and sensitivity as well as their conscious of responsibility. In addition to this, museum education is one of the most important fields that ensure creative thinking (İlhan and others, 2011 p: 24). Besides these, museums can also awaken curiosity and interest in history. (Siedel, & Hudson, 1999 p:38). Conscious of being aware and protecting cultural or artistic values develops not only by reading but also by seeing everything in its place, discovering,

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empathizing and using the senses (Maccario ,2004 p:430).While working with small age groups in the museum, instead of focusing on seeing all the artwork and objects, it is recommended to focus on one piece of the museum's collection and ensure that all the students can see the objects that the teacher to focus on . (Seidel & Hudson,1999.P:38) One way of seeing the features of the artwork in the museum better is to examine the artwork with art criticism questions. Within the process of closely examining the artwork by means of art criticism the feelings and thoughts of students who participate in the discussion valid reasons and approaches are stimulated to develop new concepts (Stokrocki & Kırıçoğlu, 1996 p:22)

Multiple Intelligences:

It is clear that the possibility of students benefiting as a part of the targets determined for the museum is related to their intellectual potential. Therefore, it is required to ensure that the students having different levels of intellectual ability can benefit from the activities conducted in the museum at the highest level. The most interesting explanation in terms of the differences about the intellectual potentials of students, stems from Gardner's multiple intelligence theory. In contrast to single or two dimensional intelligence theories, Gardner has helped look at intelligence from a multiple dimensional aspect. According to this theory, the intellectual potential that people possess comprise of many sub or secondary skills; these potentials do not work by being isolated from one or another but by combining and merging. Again, Gardner accepts that the integral profile of intelligence can develop and change (Bümen,2007 p:4). According to Bümen, the best aspect of this model is that with time, students that are superior in at least one type of intelligence appear and put their skills forward in different ways.

Many different models and activities can be implemented to develop multiple intelligences. To develop linguistic intelligence, games, short plays, writing and preparing crosswords are recommended; for logical intelligence brainstorming, asking "W" questions, etc is recommended; for bodily-kinesthetic_intelligence demonstrating, cutting and pasting, using body language, preparing artistic projects is suggested; for spatial intelligence drawing the picture of the thing that is explained or read, preparing puzzles and preparing posters is recommended; for interpersonal intelligence, presenting what they have learned with drama, debating, brainstorming, role playing , group work is suggested and for intrapersonal intelligence, writing opinions and thoughts about the subject, writing scenarios, etc is recommended (Bümen,2007 p:13-17).

It is stated that using activities with sensory explanation, role playing, storytelling, creative drama and other methods in the education of children between the ages 6-11, whose imagination is active, ensures that these children learn effectively and therefore including creative drama in education within museum education programs can ensure that the anticipated acquisition is at the highest level (Oruç&Altın, 2008 p:135). According to Oruç&Altın, having fun during the creative drama process contributes to changing the negative attitude against museums and giving students small tasks can enable them to examine everything within the museum content in detail. In addition to this, the creative drama activities , can help students have more intense and effective experiences and make the museum excursion more entertaining (Oruç&Altın 2008 p:136).

When drama is used as a teaching method, it facilitates teaching information based on concepts and motives related to the topic approached with museum education. Within group interaction students can learn an experience, a concept or a subject in a unit of a lesson by experiencing and role playing it. Individuals who participate in this process review, inquire and confirm their own knowledge and consequently play an active role in the process. Knowledge by improvisation and role -playing become permanent (Maccario, 2004 p:429).

Recommended activities or methods of education in museums are: Crafts, writing, creative drama, studies on hearing, smelling and tasting, living history or verbal history, etc (İlhan and the others,2011 p:20) .The materials to be used in the museum excursion are important. Teachers must ensure that at every stage of the museum visit ,the

materials given to children are really interested for them (and supported with t photographs), facilitate to work in group, and that these materials are used correctly during and after the excursion. Question and evaluation materials prepared with the support of visual materials-interesting visual art activities-narration and role play activities make the time passed in the museum more entertaining. During the stage of touring the museum and examining the artwork closely, the spatial_intelligence- linguistic intelligence- bodily-kinesthetic intelligence is stimulated, during writing and narration activities the interpersonal - linguistic intelligence is stimulated, during the role play stage however the linguistic-interpersonal -bodily-kinesthetic -spatial intelligence is stimulated .

Purpose of the Study:

The principles of the Visual Arts Course (which is including Turkish Elementary School Program) are : Includes developing the creativity of children, * Raises awareness towards artistic and cultural values, * Brings education outside of the class to ruins and museums,*Includes two and three dimensional activities for visual art areas * Multiply environment activities, using interesting learning-teaching methods and techniques and considering individual differences. “Museum awareness” within the visual arts course at elementary education is considered as a learning area. The purpose of visual arts courses given at Elementary School Teaching Program of Education Faculty is to train and guide teacher trainees for this duty. On the other hand, facilities provided by the museum as education environment have the characteristics for the participants to adapt their different intelligence areas. It is important for the teacher trainees to pass through an experiential learning, to transfer their knowledge into practice and to get familiar with the educational characteristics of museums within the scope of this course. At this study, the usage of the museum as an educational environment by the students getting visual arts course is analyzed within the scope of a plan intending to improve the multiple intelligence areas.

Method:

Within the scope of the study 38 students attending to the 4th grade of Elementary School Teaching Program, matched with 32 students attending to 5th grade of Bozarmut Primary School (consisting of two different classes) as study groups (Figure1) Groups executed predetermined activity program to Muğla Museum with a half day long schedule. Within the scope of the program, teacher trainees had previously prepared illustrated information sheets about the characteristics of the artworks at the museum and primary school students had visited the museum. (Figure2) Subsequently, the teachings of the students from the museum visit had been evaluated with play cards, puzzles, etc.(Figure 3) the museum and analyzed it with the techniques of art review. Next groups came together and all the members of a group animated the artwork of the museum they had chosen with “Who am I?” game and let the students to guess the artwork.(Figure 4)



(Figure1)



(Figure 2)



(Figure 3)



(Figure 4)

Finally, each group has been given the opportunity to do the likes of the artworks at the museum with the materials as colored sand, modeling clay, paper masks. (Figure 5-6) Products of this activity were displayed at the end of the program. (Figure 7) A sample story, which had been prepared by the researcher, contains the features of the artwork and whose beginning and end is specified was completed by a voluntary group of elementary school students during the event and role- played in front of participants after the exhibition (Figure 8).



(Figure 5)

(Figure 6)

(Figure7)

(Figure 8)

After the activity in the museum, the elementary school students were then asked to write a composition about their feelings and opinions towards the activities. In addition to this, the two classroom teachers that brought their students to the event were given a self-evaluation document that explained the opinion of the teacher trainees and then they were collected and evaluated. After the event at the museum, teacher trainees prepared posters promoting their activity and then these posters were exhibited at the Education Faculty . The students had stated their opinions on the posters they prepared by group evaluation (Figure 9). In addition to this, during the opening of the poster exhibition, the groups evaluated their performances in front of a group comprising of lecturers and students (Figure 10).



(Figür 10)

Results of this study have been evaluated with written documents by the primary school students, teacher trainees and class teachers. Evaluation letters have been analyzed by content analysis technique and below given results are obtained.

Elementary school students have stated that:

*They have been informed and learned new things about the artworks at the museum	(84 %)
*They have been happy for attending at the activities and have had fun and have experienced a beautiful and cheerful day	(84%)
*They liked to attend to visual arts activities	(72%),
*They were pleased to be welcomed at the museum and work as pairs	(60%).
*They liked “Who am I?” game and other animation.	(64%).

Teacher trainees have stated that

*It is appropriate for teacher trainees and elementary students to pair up	(89%)
*It contributes to know the capacity of learning of the children,	(26%)
*It enables to work rapidly	(50%)
*It is more appropriate to prepare a question sheet containing the features of the artwork and use it during the event while having an excursion to the museum	(84%)
Elementary school students had a good time and learned using such material while touring the museum	(71%)
* Performing this event with children contributed to improve themselves and gave fun too,	(66%)
*They participated in preparing and using the evaluation materials to evaluate the students during the excursion	(95%)
*Elementary school students completed this evaluation materials with pleasure	(76%)
*Examining an interesting piece of art closely with critical art questions and then re-enacting the features of this artwork during the “Who am I” game is effective on elementary school students	(68%)
*This is interesting to students and that they take part willingly and have fun	(63%)
*Elementary school students are willing and participative for different visual art activities and are happy that products can be completed	(97%)
*Exhibition of their products gave a feeling of success .	(61%)

Classroom teachers have stated that:

* To organize in pairs with Education Faculty students enabled pupils to work rapidly, prevented loss of time, kept their attention at high level and made them active.* Pupils felt important and special because they were individually attended to, touring the museum using the question sheet ensured permanent learning and the materials used during the evaluation process enabled them to have fun * Their perspective towards the artwork in the museum change and they better learned about the values of the artwork * Long-lasting knowledge was given to students because all of them participated in the “Who am I?” game so learning and playing was done as a sole.* They liked active involvement and process and they were honoured that their own products were exhibited. * Multi-directional and effective learning was provided with this technique and a type of learning that is very hard to achieve in class was easily obtained at the museum.

Discussion and Conclusion

It is thought that this activity which coincides on the subjects in the lesson program of Elementary School and Education Faculty students stimulates different fields of intelligence of the students that visit the museum with the advantages of researching-inquiring-commenting skills, creativity, individual and group work. (Bümen, 2007 p:21). As a matter of fact, states that even in the planning stage of multiple intelligences activities there are colourful, fun, creative activities and that this gives a new perspective to teaches. According to Bümen, multiple intelligences applications facilitate the learning of students, help them recognise themselves, give them confidence, develop creative thoughts and show respect to individual differences.

As a result, it is observed that this study, parallel with the subjects of course schedules of Primary School and Faculty of Education has stimulated multiple intelligence by letting the students to use their research-questioning-interpretation skills with the advantages of individual and group activities.

* To examine artworks in museum and applying role- playing , teaches «to see» rather than «to look», by means of researching-thinking-observing-analysing- synthesising and also awakes senses of discovery and curiosity,

*Establishing a relation between past civilisations and their lifestyles in the museum, living that moment through role- playing and improvisation creates active learning environment

*Building a relation between teaching activities performed in museums ,contributes to understand and be aware of our cultural richness , thanks to a process that enables learning ,while establishing a connection with the principles of the lesson supported by materials and activities that stimulate different intellectual fields ,and having fun.

*Finally , a teacher trainee who can use museum environment opportunity, and acquire a better knowledge about pupils capacity level ,by matching with them in this experience, will be able to participate in similar implementations in his professional life and the rich educative opportunities of museums should take place in education starting from elementary school to art education of teacher trainees in Education Faculty .

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